Summary Report

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ABSTRACT

This report examines some theoretical models and approaches to ethnic education and the implications for schools in problem and diverse urban contexts. It then focuses on four ethnic heritage groups that disproportionately populate urban areas: Afro-Americans, Mexican-Americans, Indo-Americans, and Irish-Americans. These four ethnic groups are used as studies and examples for examining issues and problems in developing ethnic education for our multicultural and highly diverse society. The theoretical models and approaches are introduced by noting that Andrew Greeley has made a distinct contribution by detailing various perspectives for the study of ethnicity. Key notions models for describing the dynamics of ethnicity are presented and, as well as one developed by the staff of the Ethnic Heritage Studies Project, for use in preparing curriculum materials. As a conclusion for this paper, several of the student activities from the project which are currently being developed are included as an example of the impact of ethnicity and teaching in multicultural, urbanized society. (Author/JM)

[illegible]

[illegible]

A report prepared for the [illegible] conference on

[illegible] November [illegible], 1971

[illegible] Denver, Denver, Colorado

by

[illegible]

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School of Education, University of Denver

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The Center for Teaching International

Relations, University of Denver

[illegible]

[illegible] Implications for Teaching in Urban Schools [illegible]

[illegible] Ethnic Studies and Educational Research and the Urban Heritage Studies Program, University of Denver

[illegible] the role teaching of the Black in Ethnic Heritage Studies [illegible] implications with [illegible] particularly in other areas [illegible] Ethnic Studies have been emphasizing how minorities [illegible] and behavior patterns in ethnic studies but [illegible] in their political and economic [illegible] as well as their social and cultural life and their educational [illegible] for the children.

This paper will consider some theoretical issues and approaches in ethnic studies and the implications for ethnics in populous and diverse urban [illegible] It will focus particularly on four ethnic heritage groups that frequently [illegible] Afro-Americans, Mexican-Americans, Asian-Americans and [illegible] Some of ethnic groups will be used as case studies and examples for [illegible] problems in developing ethnic education for [illegible] and [illegible] diverse society.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] A New Awareness of Ethnicity

[illegible] America's bicentennial year, celebration reveals the [illegible] of ethnicity and the continued influence that characterize [illegible] attempts to show. Indeed, the literature of the social sciences, particularly in analyzing how, [illegible] and Negroes, in assimilation, and acculturation, acculturation, assimilation and cultural diversity has been one prominent and current area. Social scientists, educators, and even the public are asking, "What is ethnicity?"

Ethnicity is rooted a sense of peoplehood derived from family and kinship ties that have related over generations and hence have developed a shared culture and social heritage. Ethnicity shapes the values, attitudes and behavior of people. Research shows that ethnic affiliations influence groups in their political and economic behavior (Gerlach, 1974; Nagel, 1974), as well as in their social and cultural life. Gordon (1964) has stated that the success rate of ethnic traits varies among members of any ethnic group. Ethnic awareness varies from group to group. Individuals use ethnicity as a tool for forming their identity. Ethnic affiliations function to organize interactions among individuals and groups of people, whether on social, economic,

[illegible] relations [illegible] [illegible] subject [illegible] [illegible] in socialization, a task that is at most [illegible] as well as [illegible].

Ethnic Heritage [illegible] in the Schools

Stimulated by the [illegible] in the [illegible] in Ethnic Heritage [illegible] several act, projects and programs for implementing ethnic heritage curriculum materials in the schools have multiplied. These projects and programs have particular emphasis for and have been mainly focused on secondary schools in urban or metropolitan areas of the United States where the multi-cultural heritage of America is most prominent. One of these projects that exemplifies this focus on urban ethnicity and its implications for secondary education is the project of the Center for Teaching International Relations, in the Graduate School of International Studies, University of Denver. Titled, "Urban Ethnic Heritage: A Curriculum Project of the Transnational Linkage of Four American Ethnic Groups", this program will develop curriculum units for secondary school students from one of four ethnic groups: Afro-Americans, Arab-Americans, [illegible] and Italo-Americans. The major emphasis of the project is the linkage with the home country or motherland. The staff of the Center [illegible] a significant need for educators, teachers and students to be [illegible] of the importance of the role of linkage between the ethnic [illegible] in the United States and [illegible] Homeland.

The project will not only deal the four ethnic groups in the American [illegible] but will [illegible] an [illegible] international perspective and emphasize transnational linkages in the past. More importantly, however are linkages that arise from the current situations in the countries or areas of the world where these ethnic groups had their origins, i.e. the Middle East, Ireland, the [illegible] nations of Africa, and Mexico.

The Project staff felt that an educational orientation of active participation or self-involvement, process approach to a new topic in developing curriculum materials and activities for the secondary level. We would achieve a non-descriptive approach for ethnic heritage studies for the secondary school level by having in teacher and pupil materials that encourage student participation such as field research and trips, simulations, debates, interviews, oral histories, etc. This student-oriented approach gave body-content with a discovery-and-discussion approach to learning and intellectual development.

In developing curriculum material for this project we first develop a data bank of experiences gained from the analysis of curriculum materials in ethnic heritage studies, due to the six problems cited in the previous year and of the field in 1977-78. Some of these materials and sources discovered through the analysis of already existing materials in ethnic heritage studies include: experiences of people and well-known names of the ethnic groups of the program; content for the materials; emphasis on unique customs and traditions, such as specific foods or modes of dress; historical increase of ethnic groups in the U.S. prior to the wave of immigration in the 1880's to the 1970's only and no consideration of current immigrants to the U.S.

The learned approach to ethnic heritage studies for secondary school students was generally a static, descriptive one which we wish to replace with a dynamic approach or currency that implies a future orientation and our use of history borrowed, historically.

[illegible]

[illegible]

[illegible] ethnicity in the United States. [illegible] Andrew Greeley makes a significant contribution to the field [illegible] detailed and fascinating [illegible] the [illegible] ethnicity [illegible] be [illegible] or [illegible] perspective. We plan at least the various models for describing the dynamics of ethnicity and then [illegible] our own, developed by the staff [illegible] Ethnic Studies Project, under the Problems International Relations, [illegible]. We are in [illegible] of [illegible] material.

The Ethnic Model [illegible] understood more clearly if we break down the term ethnicity into "general" [illegible] "ethnic identification", "ethnic heritage" and "ethnic culture."

Ethnic identification is defined as "the place in which one [illegible] himself in the ethnic chart."

Ethnic heritage is defined as "the explicit and conscious recollection of a [illegible] history, either in the Old World or in the United States."

Ethnic culture means attitudes, personality styles, and behaviors that [illegible] with ethnic identification or ethnic origin." (Greeley, 1974, p. 410). Quoting from Hans Kohn, Greeley points out that ethnicization is the process by which immigrants from one society become ethnics in another. He points out that ethnicity is not a way of withdrawing from the host society but such are techniques for dealing oneself into society. In the United States one can be as ethnic as one wants to be but one is under no obligation to declare a specific ethnicity. All this leads to the conclusion that we have in the United States, a condition of "manageable pluralism". This Greeley

label ... view of social reality that calls the following: that in order to be "American" ... [illegible] ... some distinct ethnicity, ... we are not moving toward a state of assimilation and homogenization in American society. Rather we are in a state of [illegible] flux for which Greeley calls for a "pluralistic perspective" ... considering the phenomena of unity and diversity within ... society" (Greeley, 1974, p. [illegible]).

This perspective he labels "ethnogenesis." It takes into consideration that immigrants had some values, norms, attitudes and beliefs in common with the host culture, when they arrived. For example, the Irish spoke the English language and had some political behaviors in common with the ... States. Certain aspects of the immigrant heritage are emphasized and developed in response to the challenge of American society. The result is that today, in American society, some descendants of the immigrant groups are more distinctive, more ethnic than their predecessors. Social class and religious affiliation influence the degree of ethnic identification of individuals. The time line or historical aspects also influence the degree of acculturation and assimilation of the immigrant group. Greeley posits the following models:

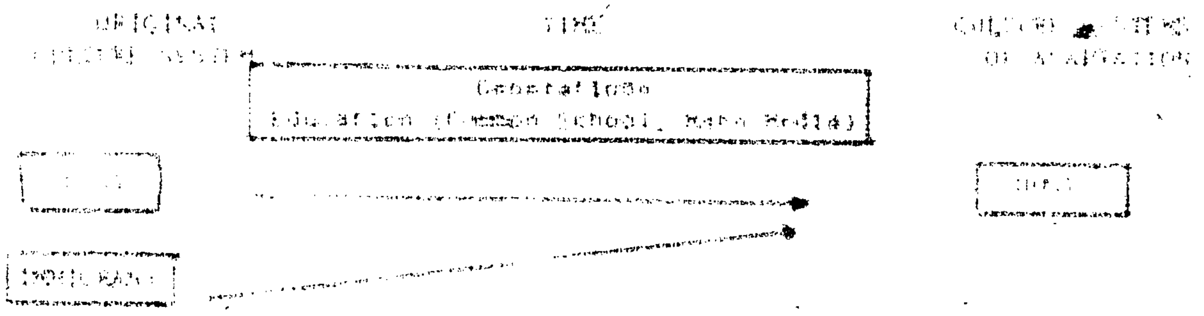


Figure 1. Anglo conformity perspective (Greeley, 1974, p. 30)

Anglo conformity perspective	Host and immigrant systems are separate to start with. Through time, as the immigrants extend their generations in the United States, they become more and more like the hosts. Finally, at a certain moment either in the present or yet to come, host and immigrant are part of one common American culture, which remains the Anglo-American, host culture.

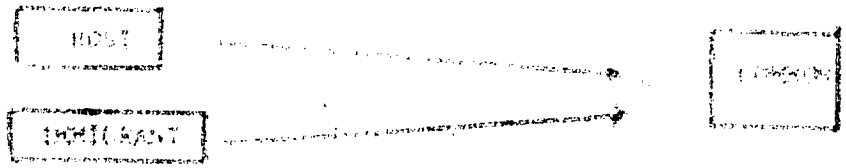


Figure 2 - Melting Pot Perspective (Greeley, 1974, p. 10[illegible])

"Melting Pot" In this image the movement is not completely of immigrant toward host, but of host and immigrant toward one another, so that the common American culture that emerges is a combination of two cultures. But it is never clear how much and what the host culture absorbs from the immigrant. Romanticized version of the immigrant experience.

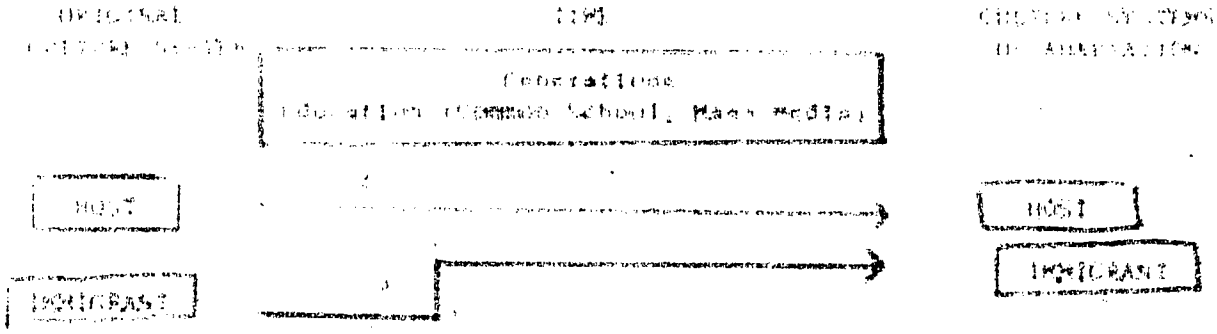
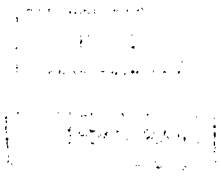
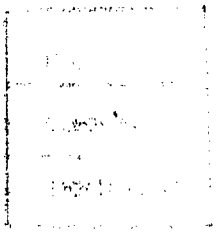


Figure 3 Cultural Pluralism perspective. (Greeley, 1974, p. 306)

Cultural Pluralism Perspective: The immigrant becomes like the host to some extent; he becomes an American citizen, he commits himself to American political values, etc. He learns the English language and enjoys the common mass media as well as the media of his own group.





[illegible]

[illegible]

[illegible]

[illegible]

In this figure the immigrant is exposed to large numbers of cultural traits from the host, and the host is picking up a few traits from the immigrant. What results is a common culture that both immigrant and host share.

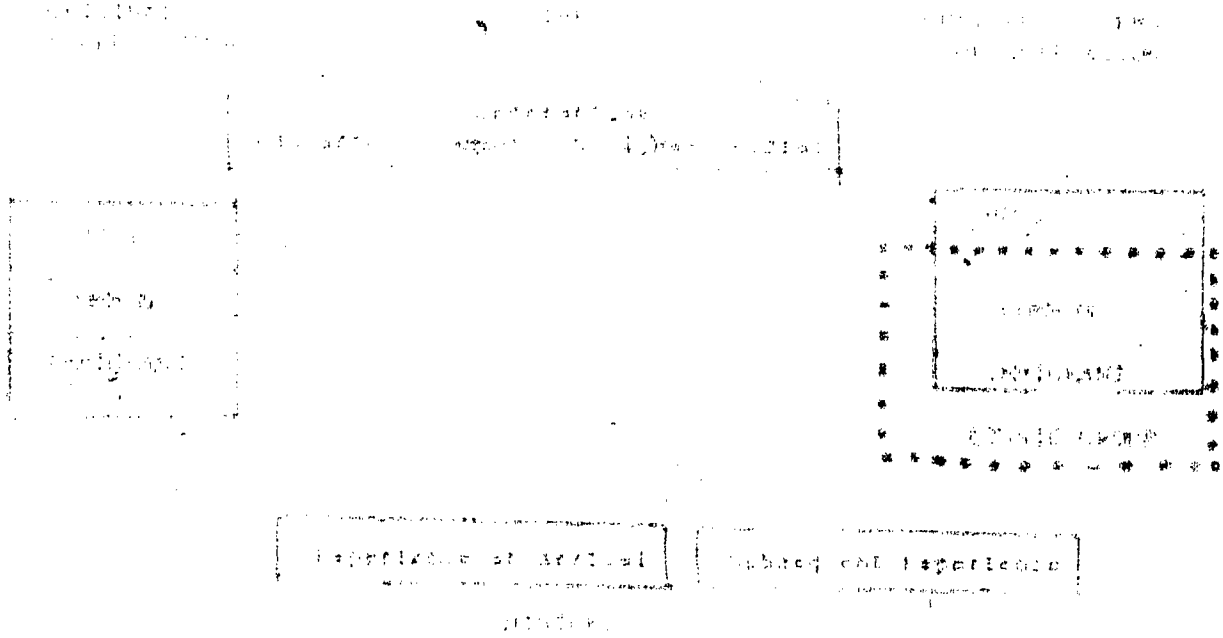


Figure [illegible] Ethnic Perspective (Wheeler, 1976, p. [illegible])

Indicates that the host and immigrants may have had something in common to begin with. Some of the Irish, for example spoke the English language and understood western political styles. Under the influence of education, generation, and the experiences in American society both at the time of immigration and subsequently, the common culture grew larger. Immigrants became more like the host, and the host may become somewhat more like the immigrants. Certain immigrant characteristics persist, but in addition, under the impact of the experience of American life, some traits become more rather than less distinctive. Illustrates that the ethnic group has a combination of traits shared with other groups and traits that are distinctive to its own group.

[illegible] of [illegible] ethnic [illegible] that are pertinent to the work of the [illegible] development and [illegible] social class [illegible] social class differentiation.

Studies of [illegible] socialization in the family structure are greatly needed. [illegible] studies of ethnically mixed marriages identify themselves [illegible] what and how are ethnically linked traits transmitted?

[illegible] ethnic identity appears [illegible] to be socially [illegible] functional [illegible] while [illegible] are [illegible] generally alienated?

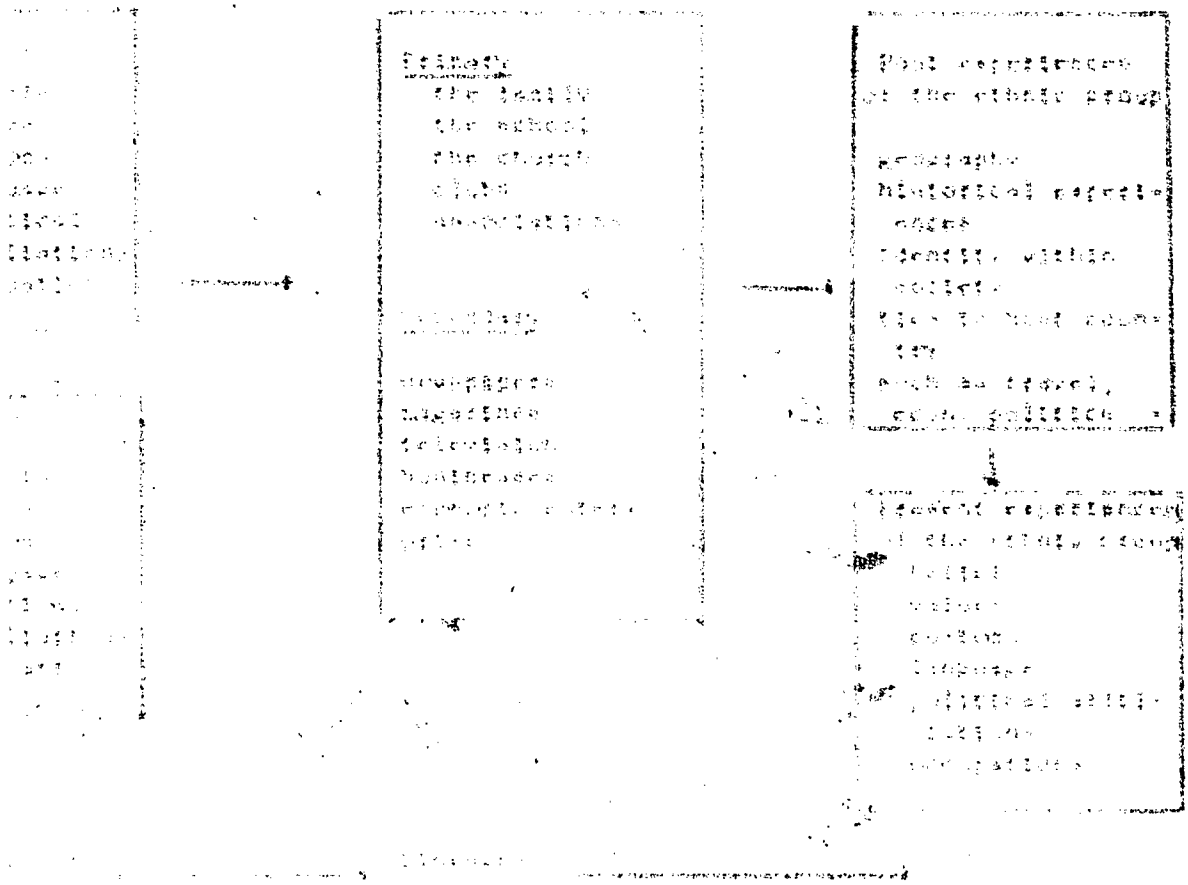
[illegible] Geographical location in the U.S. affects ethnic identification and ethnic affiliation. For example, [illegible] that the Chicago Irish claim to be [illegible] at the [illegible] of the Irish in Boston and New York. (p. 111)

Other issues we will examine in the preparation of the curriculum materials by our project are: what is the degree of interaction between ethnicity [illegible] socially and politically, and how does it apply to the four ethnic groups we are working with. How does ethnic affiliation affect the individual's political behavior and also how [illegible] people [illegible]? What role does language and linguistic patterns play in the dynamics of ethnicity?

We should [illegible] options for ethnic affiliation from [illegible] composition of one's ethnicity [illegible] family life and activity to an almost complete identification with one's ethnic group in all activities and choices. Further, does ethnicity have [illegible] validity for the individual if it is not expressed in participatory ways?

A Model for Conceptualizing the

Intergenerational Linkages of Ethnic Groups



The graphic below, Intergenerational Linkages and Ethnic Group

[illegible] has been developed by the effect of the [illegible] [illegible] as well as the student activities and [illegible] the world. The conceptual aspects of ethnic [illegible] linkages [illegible] the family, the school, the [illegible] [illegible] sources of the [illegible] [illegible] organizations, political [illegible] linkages would be described as [illegible] in other words, physical or [illegible] linkages between groups in the United [illegible] from which they are [illegible] the importance of historical [illegible]

Some Generalizations [illegible]

As we [illegible] ethnic groups with which this project is involved, it is useful to [illegible] specific areas of [illegible] which [illegible] the following generalizations [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Conclusions: Implications for Practice

In Inner Cities

In order to translate the conceptions and model building into practice in the classroom, attempt to make the dynamics of ethnicity meaningful for other teachers and their students we, the staff at the University of Detroit Ethnic Heritage Studies Center, are developing several series of student activities and units in the areas of ethnicity, generally, and on the specific heritages of Appalachian and Afro-American, Jewish American and Mexican-American. We believe that the emphasis is on the transgenerational dynamics of the ethnic experience and the diversity in the United States today and for the future. We [illegible] implements the [illegible] of information for ethnic heritage studies at the elementary and [illegible] levels. It also is particularly pertinent for students living in the urban milieu and attending city schools where ethnic diversity [illegible] a reality in the interactive process of democratization and [illegible].

[illegible] this paper, we include several [illegible] of our student activities, we also have [illegible] which are appropriate for them as people, or as [illegible] for their [illegible] and teaching in multicultural, [illegible] [illegible].

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APPENDIX A

Experimental Health of Student Population

at Secondary School Level

(from the Ethnic Heritage

Studies Project)

Index of Interpersonal

Relations

Interview Guidelines with

Students at Cohort

Compiled by

Mary Smith
Edith Rice
Carmen Otero

Experimental Unit

Student Activity

prepared by
Gary Smith

Ethnic Conflict and Superordinate Goals

Introduction to the Unit: One problem with focusing on ethnicity and on particular ethnic groups is that such a focus seems to imply that these groups can and should function apart from each other; that each group should function with its own peculiar set of political ends in mind, its own identity and its own ways of behaving. All of this by implication is done irrespective of functioning and cooperation with other ethnic groups and peoples. Obviously, this sort of "every group does its own thing" type of separatism does not explain the reality of a society such as the United States trying to function as a whole. Furthermore, such an implication leaves to question the notion that there are instances when many ethnic groups seem to be willing to subordinate their own immediate goals for causes that transcend their ethnic identities. What happens, for example, if the United States were to be suddenly attacked by a foreign power on our own soil? Would the national crisis preclude ethnic considerations? In most cases, it probably would.

This unit is designed to initiate thinking and discussion about ethnic conflict and its relationship to superordinate goals. The primary focal question is: how can an ethnic group retain its solidarity and beliefs as a group and still function with other groups to attain ends important to all groups?

Several assumptions underlie the unit:

1. If two groups of people compete with each other, they will develop unfavorable attitudes toward one another.
2. If the two groups become hostile towards one another, more conflict will not promote cooperation.
3. If the two groups are placed in a situation requiring the talents and resources of both groups, cooperation will result in some fashion, provided each group perceives the goal of the situation to be beneficial to them.
4. It is possible for a group to retain elements of its identity as a group, yet attain and cooperate with other groups to attain goals that are beneficial to all groups.

The set of activities included are based on the following works: Muzafer Sherif's Experiments in Group Conflict, Maxwell Jarman Hagood and Daniel O. Price, STATISTICS FOR SOCIOLOGISTS, rev. ed. (New York: Sidney Holt and Company, 1952), pp. 34-37; "Images of People," episode from SOCIOLOGICAL PERSPECTIVES FOR [illegible] (Reading, New Jersey: Allyn and Bacon, 1969), Instructor's Guide, pp. [illegible] and Student Booklet, pp. 17-21; "Organizations Among Nations," U.S. Public Issues Series Pamphlets (Columbus, Ohio: Merrill Corporation, [illegible]), [illegible]

Title: Getting Out Group Together

Introduction: The following role-play places your students in two arbitrarily chosen groups. Each group is given a set of tasks designed to instill a sense of group solidarity and identity in its members. Opportunities are provided to "hem it up" and to develop symbols and language exclusive of other groups.

Objectives:

To recognize the power of group solidarity and the role of symbols in developing feelings of "oneness"

To recognize under what circumstances groups become exclusive of other groups

Time: One class period

Setting and Materials Required: Two separate rooms for each group to meet in (at a minimum you should isolate two corners of your classroom so that students in each group cannot see and hear the students in the other group, you may find that students insist on having two separate rooms), construction paper, marking pens, scissors, and rule of masking tape for putting on symbols.

Procedure:

1. Introduce students to the unit by explaining that for the next two days they will be participating in an experiment designed to emphasize some of the dimensions of ethnic conflict. Divide class into two groups; we suggest you simply have students count off by twos, then ask all the "ones" to form one group and all the "twos" to form the other group.

2. Explain to both groups that they will be given a list of tasks to perform in a few minutes and that each group will have the same list.

3. Guide each group to a separate room or area of the classroom. Explain to each group that they will have 30 minutes in which to complete the list of tasks. Distribute the Student Handout (see it entitled "Group Tasks"). Allow 5 minutes before going on to step 4.

4. Bring all students back together again. As they enter the room, tell them they can sit any place they like in the room. When they are all seated, ask the following: Were either of the two groups unable to accomplish all of the tasks? If so, you might consider allowing additional time at the beginning of next period to complete the list. During the final fifteen minutes of the period, jot down observations regarding what you see to be developing as interesting rivalries or tendencies. Did the groups tend to sit with members of their own kind? Was there any interaction to the other group that was detrimental? 5. Tell the students that tomorrow they will be participating in a game which involves competition between the two groups.

GROUP TASKS

During the next 30 minutes you and the other members of your group should accomplish the following tasks. All decisions should be reached by group consensus. In other words, decisions must be satisfactory to most everyone in your group.
There are six things for your group to decide and agree upon.

1. Choose a name for your group.
2. Choose a symbol for your group. Using the construction paper and pens, make up badges with the symbol on them and distribute to all in the group to wear. (Optional)
3. Make up a slogan for your group.
4. Devise page words or secret words for members of your group. (Short words will do)
5. Make up at least 1 joke about people who are not members of your group (optional)
6. Decide upon a common mode of clothing to wear for the next 3 days—something that will identify you as members of the same group. (Optional)

Suggestion: If your group would like to, you might have a silkscreening party. Using old sheets, your group could silk screen their symbol or a certain slogan on them and wear them the next 3 days to identify group members.

Title: Competition

Information: During the course of this activity the two groups formed in Section One Group Experiment participate in two competitive games in present conditions with experiences in intergroup competition. One of the primary goals of the activity is to emphasize that mere contact does not promote understanding and harmony.

Time: One Class Period

Materials: One piece of masking tape, ab. 8' [illegible] in length. Post cards back against the walls. Draw a line in the middle of the floor with a piece of chalk to prepare for [illegible] game.

Procedure:

1. Your goals, instruct the two groups to meet in their respective rooms for about 10 minutes. Distribute copies of Student Handout 2, "Games to Members of Each Group."
2. Allow about 15 minutes to plan for each of the two games to be played.
3. Distribute copies of the Attitudes Survey, Student Handout 3. Instruct students to quickly check their responses within the next 5 minutes.
4. Homework for selected students. Group of students should compile results. The questionnaires and you should make a bar graph as noted in Student Handout 3, as [illegible] the [illegible].

[illegible]

During this class period you and other members of your group will form a team to participate in two games with the other group in the room. After each game, your teacher will declare the winner!

Game 1 TUG-O-WAR - This old game is the one where two teams pull on opposite ends of a rope to see which team can pull the other over a center line first. Your teacher has pushed back your desks and drawn a line in the center of the room for purposes of playing the game. You may handle this task by electing a leader or captain to spur on your team. Good luck, and may the best team win!

Game 2 QUICK ANSWER QUIZ - This game is based on the old TV show, College Bowl. Your teacher will open your class textbook or an encyclopedia and ask a series of 10 questions of both groups. Each right answer is worth 10 points. Each wrong answer is worth -5 points. You must choose a spokesman for your group. He or she will confer with the rest of the members of your group to arrive at the correct answer to each question after it is asked. Should your spokesman is the only one designated to speak for you, answers blurted out by other members of your group will constitute a penalty and 5 points will be deducted from your score. As soon as your team has decided upon an answer, your spokesman should raise his or her hand to be recognized by your teacher. The team responding first, [illegible] the answer. The winner of the 10 question contest will be the team with the most points. Good luck, and may the best team win!

[illegible] [illegible] [illegible] HANDOUT 3

After having participated the past two class periods in your please respond the following short questionnaire by circling the answers you wish to fill the name of the other group in the appropriate blanks.

1. How many of the _____ do you think are fair when they play games?

   None Few Some Most All

2. How many of the _____ do you think are trustworthy?

   None Few Some Most All

3. How many of the _____ do you think take at [illegible] the side of your group?

   None Few Some Most

4. How many of the _____ do you feel are friendly to your [illegible]?

   None Few [illegible]

TABULATING THE DATA

Compile the results of the survey for each group separately. Make two sets of charts, one set for each group's views of the other. Be prepared to draw the bar graphs on the chalkboard for the class tomorrow.

Step 1. Count up the number of responses marked "Good", then "A few", then "None", etc. for each question.

Step 2. Convert the numbers compiled in step one to percentages of the whole group and the whole class.

Step 3. Make a chart like the one illustrated below for each of the 5 of questions.

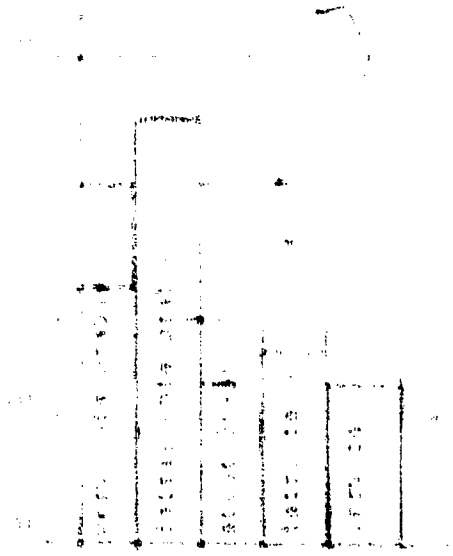
Question 1 — EXAMPLE

How many of the _____ do you think are fair when they play games against _____	What the (boys) think of the (girls) Percent of Answers	What the (girls) think of the (boys) Percent of Answers
None	21.2	16.5
A few	31.7	40.4
Some	12.1	7.7
Most	14.1	4.4
All	20.9	31.0
	100.0%	100.0%

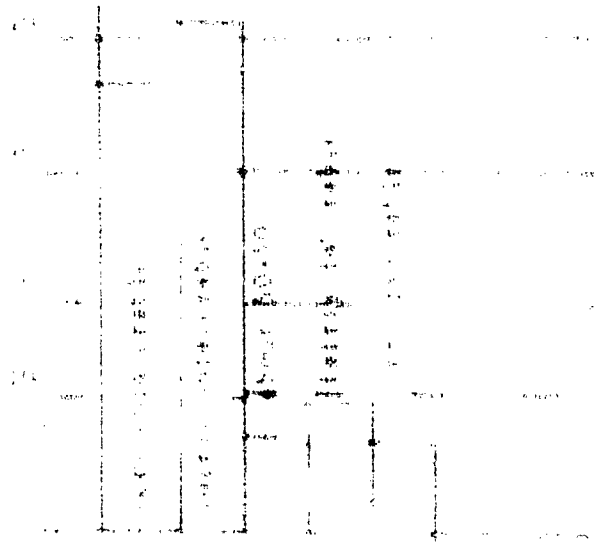
Step 4. [illegible] the categories as follows:

None = Very Unfavorable
A few = Fairly Unfavorable
Some = About 50-50
Most = Fairly Favorable
All = Very Favorable

Step 5. [illegible] bar graphs for each question as [illegible] below.



What girls think of the boys — Question 1 — [illegible]



What the boys think of the girls — Question 1 — [illegible]

Experimental Draft

Student Activity: [illegible]

Prepared by
[illegible]

This activity includes two questionnaires

1) for the student to fill out specifically, titled, "Are you an Ethnic?"
2) for the student to fill out reflecting his family's ethnicity as much as possible, titled
"Examining the Extent of Transnational Linkages in your Family's Life"

Clues for the teacher

Introduction: These questionnaires are an activity to help students to think about the place of ethnicity in their lives and the lives of their families. Begin first with the questionnaire "Are you an Ethnic?". You may find that some students, particularly those with antecedents that are mainly Anglo-Saxon or from northern European backgrounds, will show a greater degree of ethnic identification and consciousness than will other students who identify with distinct minority groups (black, Mexican-American or white ethnic groups of southern European origin).

Objectives of the Activity:

1) to reconsider the place of ethnic identification and group [illegible] in the students' personal and family identities and heritage
2) to formulate the relationship between transnational linkages and ethnic identity

Procedure

1) Distribute copies of student outline 1, "Are you an Ethnic?" Students are to take it home with them and fill it [illegible] as a homework assignment. Explain that information from parents and relatives will probably be necessary for completing this questionnaire, but that a second part definitely will need the opinions and reactions of family members. Obtain the outcomes before proceeding with the [illegible]
2) Next day, after class, ask follow-up questions: the teacher can ask for the [illegible] of the class to give the first [illegible] which are
[illegible]
[illegible]
3) [illegible] students learned things about their own ethnic identity, that the "hidden curriculum" [illegible] Ask those who volunteered to describe what the class has learned by their efforts in the first exercise. Does gaining this kind of information might be a degree of transnational linkage, at what point in American history their family would have been considered an "immigrant family", that their ethnic identity means more than they realized, or, to put it, that their ethnic identity appears to not be very important at this point in their lives.
4) For the sake of your students who have concluded that at this time that ethnicity holds little for them in terms of their own identity, stimulate a discussion of why this seems to be so. Some students may remark that they feel more "American" than they do, say, Greek or Irish or some other nationality or ethnic subgroup. Try to elicit reasons why this seems to be so. This should lead to the presentation of the second questionnaire, titled "Examining the Extent of Transnational Linkages in your Family's Life".

[illegible] distribute copies of Questionnaire II. Discuss the questions on this instrument briefly, with the students and point out that this requires reactions and comments from some members of their family, to answer their opinions on the degree of contact and affiliation the family members hold with the homeland or native country.

Culminating Activity.

[illegible] after giving the students sufficient time to obtain opinions and reactions from several members of their family on the second questionnaire, discuss the results [illegible] the class as a group. [illegible] some students find that their ethnic identity [illegible] more important to them than to their parents or other relatives. If this [illegible], ask the students why they suppose this to be. If not, what seems to be the reason for this situation? Are their differing feelings of ethnic identification between different ethnic affiliations to specific homelands or other countries? What seems to be the reason for this situation?

Have the students write several paragraphs or more on the following topic: [illegible] INFORMATION [illegible] ETHNIC [illegible] SHOULD [illegible] EDUCATION [illegible] FOREIGN [illegible] TIME, [illegible] TOPIC [illegible] ETHNICITY [illegible]

[illegible] activity should provide the foundations for further [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] Further comments

[illegible] in the language of the homeland? [illegible]

[illegible]

[illegible] comments

[illegible]

[illegible] Further comments

[illegible] members of your family [illegible]

[illegible]

[illegible] Further comments

[illegible]

[illegible] of the homeland more than once

[illegible] how many times?

If you have visited the homeland, for what purpose: such as business, to see relatives, for cultural ties, etc.
Further comments